
**Tennessee Licensure Standards:
Special Education, School Audiology, K-12**

The Background:

Tennessee currently licenses teachers in six special education endorsement areas. The State Board of Education adopted a rule in January, 2005, that requires the development and implementation of standards in a seventh area, school audiology.

A Task Force on School Speech-Language Pathology and School Audiology, comprised of speech-language pathologists, audiologists, supervisors, and higher education faculty and representing various constituency groups, developed the proposed licensure standards. A list of committee members is attached.

Under the rule and the proposed licensure standards, school audiologists will be issued a professional school services personnel license with an endorsement in school audiology.

The proposed standards are consistent with standards of the American-Speech-Language-Hearing Association.

The proposed standards would become effective for candidates seeking licensure no later than September 1, 2006.

The proposed standards will be submitted to the Advisory Council on Teacher Education and Certification for approval and will be circulated to education constituency groups for review and comment prior to the Board's October meeting.

The Recommendation:

The SBE staff recommends approval of the proposed licensure standards on first reading.

Tennessee Licensure Standards Special Education, School Audiology (PreK-12)

Individuals who seek licensure as a school audiologist complete accredited graduate degree programs of study in audiology. In addition, they develop the knowledge and skills required for effective performance in the school setting. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. In addition to meeting the performance standards in audiology, the candidates meet the following performance standards:

Standard 1

Audiology in a School Setting

- 1.1 Candidates understand and apply the knowledge base specific to audiology: (a) history and foundations of audiology; (b) legal and ethical issues; (c) professional issues and standards; (d) alternative models for the delivery of audiological services; (e) emerging technologies; and (f) roles and functions of the school audiologist.
- 1.2 Candidates communicate and collaborate with other professionals in the school and with parents in planning to meet student needs.
- 1.3 Candidates understand the culture of the school and the role of the audiologist in the school.
- 1.4 Candidates demonstrate understanding of federal, state, and local laws and policies affecting students.
- 1.5 Candidates function as contributing members of multi-disciplinary teams, developing and implementing an individualized education program (IEP).
- 1.6 Candidates apply audiology knowledge and skills in a regular classroom, integrating materials and instructional objectives from the general curriculum in the context of naturally occurring situations and daily routine.

Program Implementation Standards

1. The program of study enables school audiologists who serve students from birth through age 21 to meet performance standards for audiology in a school setting.
2. Institutions of higher education provide a program that is accredited by the American Speech-Language-Hearing Association and that culminates in a graduate degree at the Master's or Doctoral level.
3. Candidates acquire the knowledge and skills required to work as a school audiologist by completing a program of studies which may be an integral part of the audiology program or may be in addition to the audiology program. The program may be offered by a college or department of audiology and/or speech-language pathology or may be offered collaboratively by these and other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school audiologists.
4. Candidates for licensure as a school audiologist must complete a program of study specified for audiologists at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure jointly by the college or department of education and the college or department of audiology and speech-language pathology. Candidates will be issued the professional school services personnel license with the school audiologist endorsement.
5. Candidates who hold a valid license, issued by the Tennessee or an out-of-state licensing Board of Communication Disorders and Sciences or who hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association, will be issued the professional school services personnel license with the school audiologist endorsement upon application. There are no additional requirements.
6. These licensure standards become effective for candidates seeking licensure no later than September 1, 2006. Institutions with programs in school audiology will submit standards for conditional approval to the Department of Education no later than April 1, 2006.

School Audiologist Task Force

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